VARK

Learning Module

**GOAL:** *TO CREATE A COLLABORATIVE TECHNOLOGY PROJECT THAT REQUIRES STUDENTS TO USE ALL FOUR VARK LEARNING STYLES (VISUAL, AUDITORY, READ/WRITE, KINESTHETIC)*

**OBJECTIVES and ISTE STANDARDS:**

1. *Collaborate with group members (ISTE 2)*
2. *Create original animations or video documenting a school or community activity or event that promotes active learning (ISTE 1a, 1b, 1c)*
3. *Use digital recording equipment to take both video and/or still images (ISTE 6a, 6b, 6c, 6d)*
4. *Take part in the school/community activity or event that is chosen (ISTE 2a, 2d, 3c, 4b, 5a, 5b, 5c, 5d)*
5. *Write a script that includes each group member speaking about images (ISTE 1a, 1b, 2a, 2b, 3a, 4b)*
6. *Work together to learn and use a new presentation platform- (Animoto (app/web), iMovie (app/software), Videolicious (web), or Explain Everything (software/app)) (ISTE 2a, 2b, 2d, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d)*
7. *Upload final edited project to YouTube so it can be universally shared with other groups for viewing (ISTE 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d)*
8. *Collaborate with group members to critique the other groups' presentations giving both positive feedback and areas in which they could improve (ISTE 2a, 2b, 2d, 4a, 4d)*

**GRADE LEVEL/SUBJECT/BACKGROUD:** *6th grade, Language Arts; students are going to create original animations or videos documenting a school or community event or activity that promotes active learning; the final product should be 3-5 minutes long; each day students will be given 40 minutes of class time to work on project, and to ask questions*

**PROCEDURE:** *Project should take approximately 6-8 days.*

**DAY 1: (Thursday)** *Student will be introduced to project expectations, divided into groups, and shown platform demonstrations on YouTube displayed on interactive whiteboard. Students will be given a list of school and community events coming up over the weekend that they can choose from. If there is an appropriate event, taking place that is not on the list, teacher approval is needed. Students will have approximately 5-10 minutes to begin reviewing list and coordinating availability.*

**DAY 2: (Friday)** *Students will construct a written plan together outlining the event they have chosen, the technology platform they will use, and sign out proper equipment. They will also identify how each group member will be included in the event they are going to document. If it is a school athletic event, contacting the coach ahead of time to make arrangements to interact with players prior to game during warm-ups is mandatory.*

**DAY 3 and 4: (Monday/Tuesday)** *Students should return and have equipment inspected upon entering class. Students will begin laying out images and video in their technology platform. Great discussion should take place on how they want their visual project appear and if they want to include any background music or sound effects. The actual length should be approximately 3-5 minutes in length.*

**DAY 5: (Wednesday)** *Students will write a script that will be an overlay to the visual presentation they have constructed. Each student must speak at least once. Once written, students will practice their script several times without recording it so that the timing and voice inflection is planned and well prepared before recording..*

**DAY 6: (Thursday)** *Students will practice reading through their script against the video a couple more times to ensure they are happy with how it will sound with the video. Then students will make the recording of their scripts and edit/rerecord as needed. Groups must be respectful of each other recording. Students that are using a mobile device will find a quiet spot in the library. While other groups using desktops will stay in classroom or go to computer lab.*

**DAY 7: (Friday)** *Today is finalizing day and uploading to YouTube day. Groups will review their finished product a couple of times before uploading to YouTube account for class. The groups will need to take turns uploading one at a time to ensure there are not any upload issues. Once uploaded, students will complete individually self and peer review forms on how the project went and how successful the collaboration was. Students will also identify pros and cons to each phase of the project.*

**DAY 8: (Monday)** *All videos will be shown to the class. Each student will take notes on each other's videos as they watch them with a minute or two in between each video. Once all the videos are shown, students will gather with their groups to write collective reviews on each of the videos. Questions they will address include: What did you like most? What was the best element of the video? What did you learn? What would you suggest as an improvement? The teacher will collect the reviews and read them aloud anonymously to the class so that everyone can learn from the variety of feedback from their peers.*